

### Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

*Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.*

| 1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system? |                        |         |  |         |         |         |         |
|---|------------------------|---------|--|---------|---------|---------|---------|
| Indicator Targets   | Does not meet standard |         | School has received an 'F' for the most recent school year OR has received a 'D' for the last two consecutive years. |         |         |         |         |
|   | Approaching standard   |         | School has received a 'C' for the most recent school year.   |         |         |         |         |
|   | Meets standard         |         | School has received a 'B' for the most recent school year.   |         |         |         |         |
|   | Exceeds standard       |         | School has received an 'A' for the most recent school year.  |         |         |         |         |
| School Rating   | Year 8                 | Year 9  | Year 10  | Year 11 | Year 12 | Year 13 | Year 14 |
|   | 2009-10                | 2010-11 | 2011-12  | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|   | ES                     | ES      | ES   | DNMS    | MS      | MS      |         |

The Indiana State Board of Education awarded Christel House Academy South (CHA South) a **B** for its 2014-15 school year performance. A school that serves students across both K-8 and 9-12 grades receives a letter grade for K-8, and a letter grade for 9-12. The final category designation comes from a combined letter grade that is weighted by enrollment in the various grade levels. For the purposes of the OEI performance framework, the rating is determined from the combined grade, although both grades are captured here in sub ratings.

A school receives its elementary/middle school letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

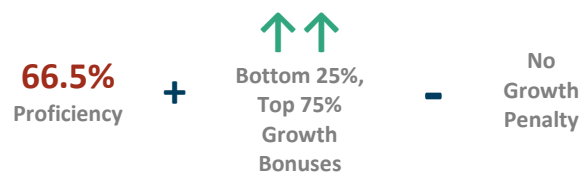
In Spring 2015, 66.5% of Christel House Academy South students passed the English/Language Arts portion of ISTEP+, while 55.9% of students passed the Mathematics portion.

In English/Language Arts, Christel House Academy South earned two bonus points – one for high growth in the Bottom 25% super subgroup, and one for high growth in the Top 75% super subgroup. The school received no penalties for overall low growth.

In Mathematics, the school earned a bonus point for high growth in the Bottom 25% super subgroup, and the school received no penalties for low growth.

#### State Accountability Results – Elementary/Middle

##### English/Language Arts



##### Mathematics



A school receives its high school letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on improvement in proficiency between 8<sup>th</sup> and 10<sup>th</sup> grade. High Schools also receive points based on graduation rate, and college and career readiness of graduates. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

In Spring 2015, the 10<sup>th</sup> grade cohort at CHA-South had a proficiency rate of 36.0% on the English 10 End of Course Assessment (ECA), and received a penalty due to its drop in proficiency from 8<sup>th</sup> grade to 10<sup>th</sup> grade. The school received no bonus for 10<sup>th</sup> grade to graduation improvement.

CHA-South's 10<sup>th</sup> grade cohort had a proficiency rate of 68.0% on the Algebra I ECA, and also received a penalty due to its drop in proficiency from 8<sup>th</sup> grade to 10<sup>th</sup> grade and no bonus for 10<sup>th</sup> grade to graduation improvement.

Since the IDOE provides an extended timeline for students to complete graduation requirements, data for graduation and college & career readiness is calculated a year in arrears. In the 2013-14 school year, CHA-South had a four-year graduation rate of 72.4%, with 66.7% of those graduates qualifying as "college and/or career ready".

On January 26, 2016, the State Board of Education voted to adopt Indiana's recently signed Hold Harmless law. The law was approved in response to the state's adoption of a new ISTEP+ assessment in 2015 and the sharp drop in assessment scores that schools experienced. It enables schools to compare their grades from the 2013-2014 and 2014-2015 school years and to keep the better of the two. Since CHA-S received a **B** in 2014, that is its final grade for the 2014-2015 school year. Thus, the school receives a Meets Standard on the Office of Education Innovation (OEI) performance framework.

#### State Accountability Results – High School

36% Proficiency + 8-10 Penalty + No 10-Grad Improvement

68% Proficiency + 8-10 Penalty + No 10-Grad Improvement

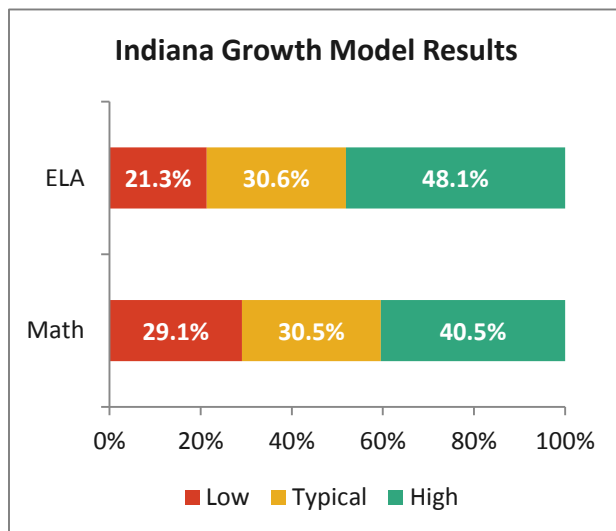
**72.4%**  
Graduation Rate

**66.7%**

College and Career Readiness (CCR) Rate

| 1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model |  |  |                |                |                |                |                |
|--|--|--|----------------|----------------|----------------|----------------|----------------|
| <b>Indicator Targets</b>   | <i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i> |  |                |                |                |                |                |
|  | Does not meet standard   | Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth). |                |                |                |                |                |
|  | Approaching standard   | Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).      |                |                |                |                |                |
|  | Meets standard   | Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).      |                |                |                |                |                |
|  | Exceeds standard   | Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).  |                |                |                |                |                |
| <b>School Rating</b>   | <b>Year 8</b>  | <b>Year 9</b>  | <b>Year 10</b> | <b>Year 11</b> | <b>Year 12</b> | <b>Year 13</b> | <b>Year 14</b> |
|  | 2009-10  | 2010-11  | 2011-12        | 2012-13        | 2013-14        | <b>2014-15</b> | 2015-16        |
|  | Not Evaluated  | AS   | AS             | DNMS           | AS             | MS             |                |

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see page 19 of the expanded criteria of the OEI performance framework.

In 2014-15, 78.7% of Christel House Academy South students made typical or high growth in English/Language Arts, while 70.9% made those gains in Mathematics.

As shown in the table below, a weighted average across both subjects shows that 74.8% of students at Christel House Academy South made sufficient gains in 2014-15. Thus, the school receives a **Meets Standard** on the OEI performance framework.

| Subject                 | Low Growth | Typical Growth | High Growth | Total Sufficient |
|-------------------------|------------|----------------|-------------|------------------|
| English/Language Arts   | 21.3%      | 30.6%          | 48.1%       | 78.7%            |
| Math                    | 29.1%      | 30.5%          | 40.5%       | 70.9%            |
| <b>Weighted Average</b> |            |                |             | <b>74.8%</b>     |

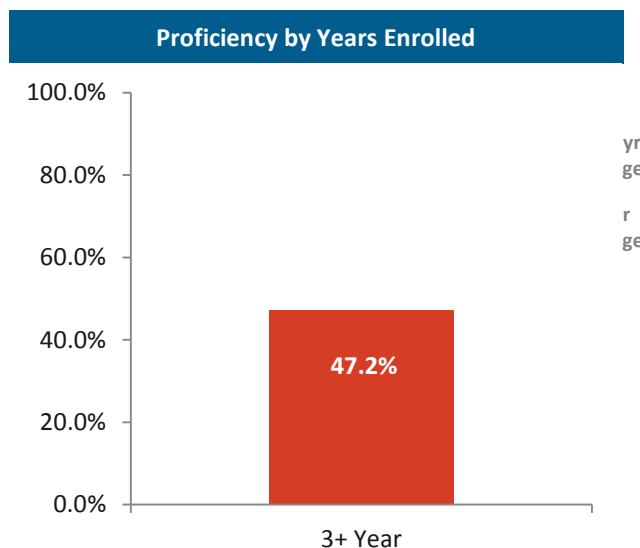
**1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?**

|                          |                        |   |                |                |                |                |                |
|--------------------------|------------------------|---|----------------|----------------|----------------|----------------|----------------|
| <b>Indicator Targets</b> | Does not meet standard | Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.           |                |                |                |                |                |
|                          | Approaching standard   | At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments. |                |                |                |                |                |
|                          | Meets standard         | At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments. |                |                |                |                |                |
|                          | Exceeds standard       | At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments. |                |                |                |                |                |
| <b>School Rating</b>     | <b>Year 8</b>          | <b>Year 9</b>   | <b>Year 10</b> | <b>Year 11</b> | <b>Year 12</b> | <b>Year 13</b> | <b>Year 14</b> |
|                          | 2009-10                | 2010-11   | 2011-12        | 2012-13        | 2013-14        | <b>2014-15</b> | 2015-16        |
|                          | Not Evaluated          |   |                |                | AS             | DNMS           |                |

Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

In order to have a valid sample size, a minimum of 30 students are required. In the 2014-15 school year, fewer than 30 students had been enrolled at Christel House Academy South for only two years. Therefore, Christel House Academy South was not evaluated on the proficiency of students enrolled for two years.

Christel House Academy South did have a valid sample size to evaluate the proficiency of students enrolled for three or more years. Of those enrolled at the school for three or more years, 47.2% were proficient on both subjects. Thus, the school earns an overall rating of **Does Not Meet Standard** on the OEI performance framework.



In the 2014-15 school year, the Indiana Department of Education adopted a new ISTEP+ assessment. In the transition, the majority of schools state-wide experienced a dip in proficiency: an average of 13% in English-language arts and 22% in Mathematics.

**1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?**

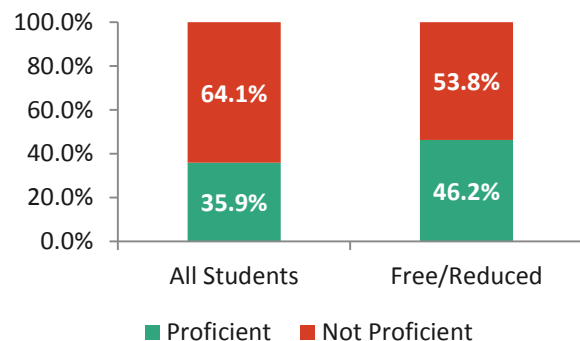
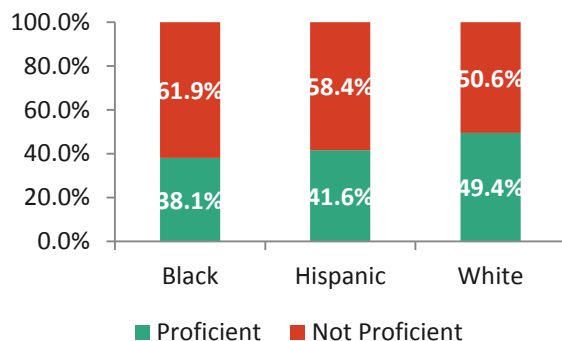
|                          |                        |   |                |                |                |                |                |
|--------------------------|------------------------|---|----------------|----------------|----------------|----------------|----------------|
| <b>Indicator Targets</b> | Does not meet standard | School has more than 15% difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.    |                |                |                |                |                |
|                          | Approaching standard   | School has no more than 15% difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses. |                |                |                |                |                |
|                          | Meets standard         | School has no more than 10% difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses. |                |                |                |                |                |
|                          | Exceeds standard       | School has more than 5% difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.     |                |                |                |                |                |
| <b>School Rating</b>     | <b>Year 8</b>          | <b>Year 9</b>   | <b>Year 10</b> | <b>Year 11</b> | <b>Year 12</b> | <b>Year 13</b> | <b>Year 14</b> |
|                          | 2009-10                | 2010-11   | 2011-12        | 2012-13        | 2013-14        | <b>2014-15</b> | 2015-16        |
|                          | Not Evaluated          |   |                |                | MS             | AS             |                |

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for Christel House Academy South is captured below.

#### Proficiency Gap by Race/Ethnicity

#### Proficiency Gap by Socioeconomic Status

Wh



While 35.9% of all 3<sup>rd</sup> – 8<sup>th</sup> grade Christel House Academy South students were proficient on both the English/Language Arts and Mathematics ISTEP+, there are gaps between the overall performance of a variety of student groups.

As shown in the left graph above, the largest of these gaps occurs between White student proficiency and Black student proficiency, resulting in a difference of 11.3%.

OEI was unable to examine Socioeconomic subgroup performance due to a largely homogenous student population. In order to report on subgroup performance, a subgroup must have at least 30 students. However, the performance of students who qualify for free/reduced lunch compared to that of all students can be seen in the right graph above.

The 11.3% difference in racial groups leads to Christel House Academy South receiving an **Approaching Standard** on the OEI performance framework for the 2014-15 school year.

| 1.5. Is the school's attendance rate strong? |                                 |               |   |                |                |                |                |
|--|---------------------------------|---------------|---|----------------|----------------|----------------|----------------|
| <b>Indicator Targets</b>                     | Does not meet standard          |               | School's attendance rate is less than 95.0%.              |                |                |                |                |
|  | Meets standard                  |               | School's attendance rate is great than or equal to 95.0%. |                |                |                |                |
| <b>School Rating</b>                         | <b>Year 8</b>                   | <b>Year 9</b> | <b>Year 10</b>  | <b>Year 11</b> | <b>Year 12</b> | <b>Year 13</b> | <b>Year 14</b> |
|  | 2009-10                         | 2010-11       | 2011-12   | 2012-13        | 2013-14        | <b>2014-15</b> | 2015-16        |
|  | Not Applicable                  |               |   |                | MS             | MS             |                |
|  | Sub-ratings                     |               |   |                |                | Result         | Rating         |
|  | Elementary/Middle School Grades |               |   |                |                | 96.4%          | MS             |
|  | High School Grades              |               |   |                |                | 96.8%          | MS             |

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Christel House Academy South's elementary/middle school grades had an average attendance rate of 96.4%, while the high school grades averaged 96.8%.

Christel House Academy South has an aggregate attendance rate of 96.5%, with every grade level meeting the 95% standard. Due to its aggregate rate, CHA-South receives a Meets Standard on the OEI performance framework.

#### Attendance by Grade Level

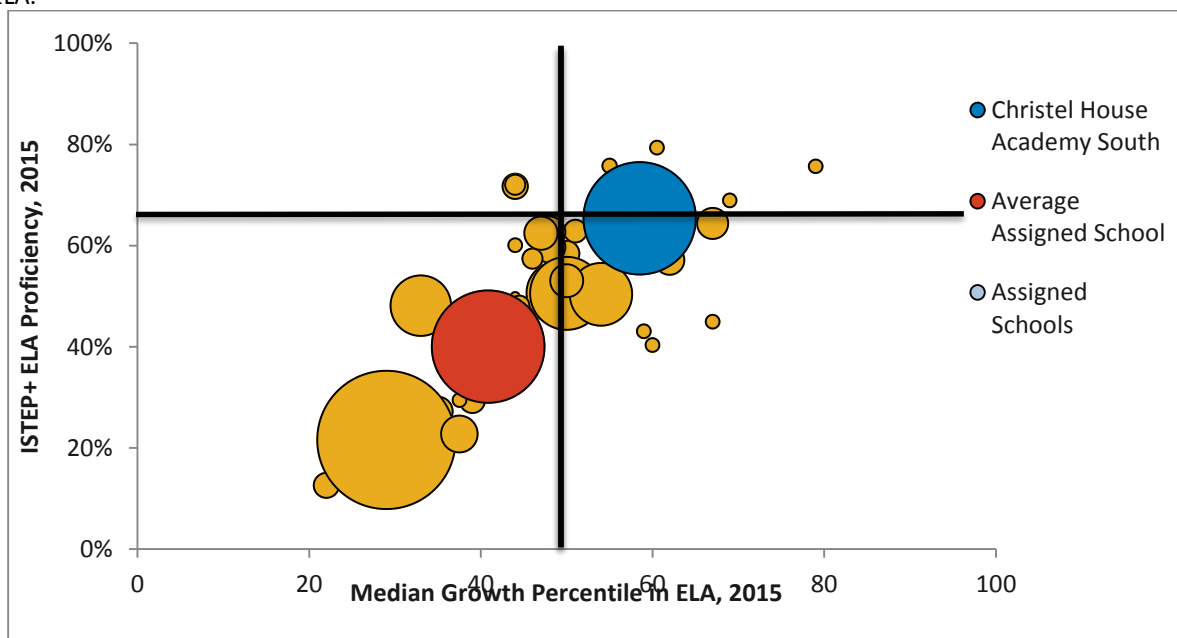
|                       |       |                        |       |
|-----------------------|-------|------------------------|-------|
| Kindergarten          | 95.3% | 7 <sup>th</sup> Grade  | 96.9% |
| 1 <sup>st</sup> Grade | 95.9% | 8 <sup>th</sup> Grade  | 96.4% |
| 2 <sup>nd</sup> Grade | 96.6% | 9 <sup>th</sup> Grade  | 96.9% |
| 3 <sup>rd</sup> Grade | 95.4% | 10 <sup>th</sup> Grade | 97.9% |
| 4 <sup>th</sup> Grade | 97.6% | 11 <sup>th</sup> Grade | 96.2% |
| 5 <sup>th</sup> Grade | 96.3% | 12 <sup>th</sup> Grade | 96.2% |
| 6 <sup>th</sup> Grade | 97.0% |                        |       |
| Overall Average       |       | 96.5%                  |       |

| 1.6. Is the school outperforming schools that the students would have been assigned to attend? |                        |         |  |         |         |         |         |
|--|------------------------|---------|--|---------|---------|---------|---------|
| Indicator Targets  | Does not meet standard |         | School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend. |         |         |         |         |
|  | Approaching standard   |         | School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.      |         |         |         |         |
|  | Meets standard         |         | School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend. |         |         |         |         |
|  | Exceeds standard       |         | School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend. |         |         |         |         |
| School Rating  | Year 8                 | Year 9  | Year 10  | Year 11 | Year 12 | Year 13 | Year 14 |
|  | 2009-10                | 2010-11 | 2011-12  | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|  | ES                     | ES      | ES   | AS      | MS      | ES      |         |

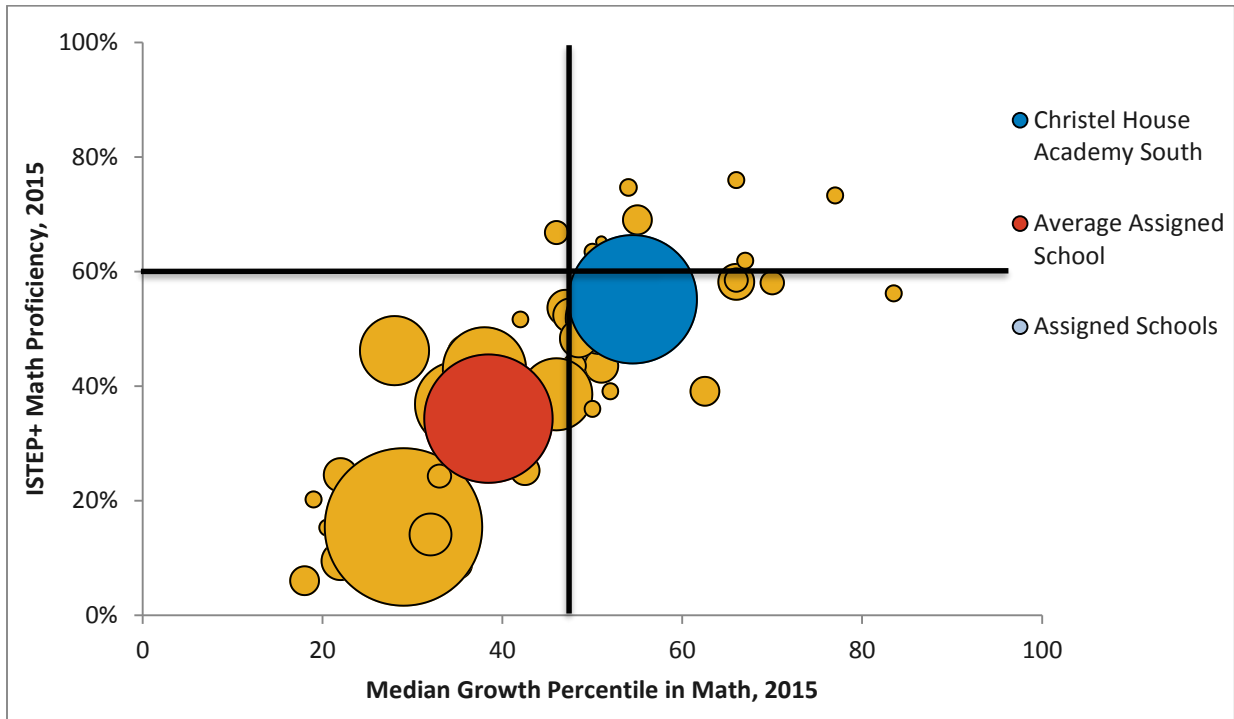
The Office of Education Innovation compared the performance of Christel House Academy South to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The figures on the following page display the results of this comparison. In these figures, **yellow** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend Christel House Academy South. The size of each **yellow** bubble is proportional to the number of students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents the 50% growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average growth. The **red** bubble represents the average performance and improvement of all assigned schools. The **blue** bubble represents the performance of Christel House Academy South students.

As shown below, Christel House Academy South students' overall proficiency outpaced that of their peers in English/Language Arts. Christel House Academy South students also had a higher Median Growth Percentile (MGP) in ELA.



As shown below, Christel House Academy South students' overall proficiency outpaced that of their peers in Math, and Christel House Academy South students had a higher Median Growth Percentile (MGP) in Math.



In combination, Christel House Academy South students outperformed their peers in four of four categories, earning the rating Exceeds Standard for the 2014-15 school year.



| 1.7. Is the school meeting its school-specific educational goals? |  |         |   |         |         |         |         |
|---|--|---------|---|---------|---------|---------|---------|
| Indicator Targets   | Does not meet standard   |         | School does not meet standard on either school-specific educational goal.   |         |         |         |         |
|   | Approaching standard   |         | School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal. |         |         |         |         |
|   | Meets standard   |         | School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.   |         |         |         |         |
|   | Exceeds standard   |         | School is exceeding standard on both school-specific educational goals.   |         |         |         |         |
| School Rating   | Year 8   | Year 9  | Year 10   | Year 11 | Year 12 | Year 13 | Year 14 |
|   | 2009-10  | 2010-11 | 2011-12   | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|   | Not Evaluated  |         |   |         | MS      | ES      |         |
| School-specific Information                                       | Goal   |         |   |         |         | Result  | Rating  |
|   | Comparing the final 3 <sup>rd</sup> grade IREAD pass rate of CHA students to the Indiana free and reduced pass rate, the average percent passing at CHA is higher. |         |   |         |         | 92.2%   | ES      |
|   | Between 75 and 90% of the students complete career portfolios that include a postsecondary education plans by graduation.  |         |   |         |         | 100%    | ES      |

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2014-15, Christel House Academy South set its first goal around CHA-South student performance on IREAD compared to Indiana's performance on IREAD. The school reports that 92.2% of their students passed IREAD compared to Indiana's 90.2%. Furthermore, of the Christel House Academy South students who passed IREAD, 91.7% qualified as free and reduce lunch compared to Indiana's free and reduced lunch IREAD pass rate of 85.5%. Therefore, the school **exceeds standard** on its first goal.

Christel House Academy South set its second goal around students creating career development portfolios. The school reports that 100% of students completed a portfolio, and therefore the school **exceeds standard** on its second goal.

Overall, Christel House Academy South received an **Exceeds Standard** on the OEI performance framework.

#### School Mission Statement

The mission of Christel House Academy is to be recognized as a provider of outstanding education to an underserved population and will maintain high standards of academic rigor, efficiency and accountability. It will provide students with the academic proficiency necessary for higher education, equip them with the desire for lifelong learning, strengthen their civic, ethical and moral values, and prepare them to be self-sufficient, contributing members of society."

## High School Performance Indicators

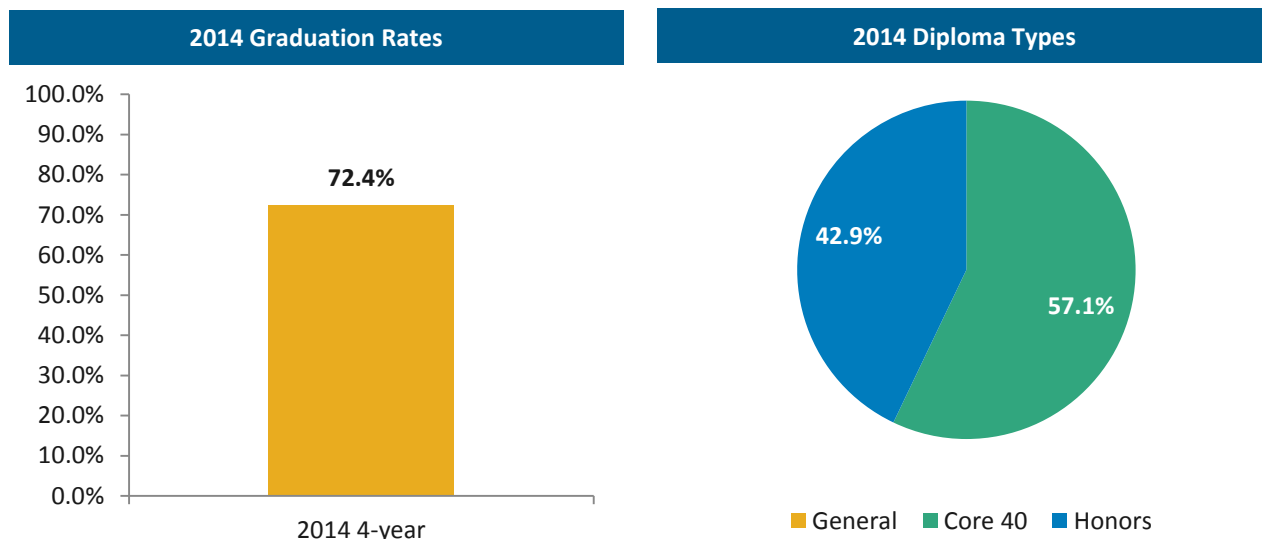
| 1.8. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation |                        |         |  |         |         |         |         |
|--|------------------------|---------|--|---------|---------|---------|---------|
| Indicator Targets  | Does not meet standard |         | School's 4-year graduation rate is below 70.0% and the school demonstrated less than a 5.0 percentage point increase from its 4-year to 5-year graduation rate.                    |         |         |         |         |
|  | Approaching standard   |         | School's 4-year graduation rate is 70.0-79.9%, or the school demonstrated greater than or equal to a 5.0 percentage point increase from its 4-year to 5-year graduation rate.      |         |         |         |         |
|  | Meets standard         |         | School's 4-year graduation rate is 80.0-89.9%, or the school demonstrated greater than or equal to a 10.0 percentage point increase from its 4-year to 5-year graduation rate.     |         |         |         |         |
|  | Exceeds standard       |         | School's 4-year graduation rate is at least 90.0%, or the school demonstrated greater than or equal to a 15.0 percentage point increase from its 4-year to 5-year graduation rate. |         |         |         |         |
| School Rating  | Year 8                 | Year 9  | Year 10  | Year 11 | Year 12 | Year 13 | Year 14 |
|  | 2009-10                | 2010-11 | 2011-12  | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|  | Not Evaluated          |         |  |         |         | AS      |         |

The Indiana Department of Education (IDOE) places all Indiana students into a cohort by the student's first date of enrollment in high school. By placing each student in a cohort, IDOE can measure school's four-, five- and six-year graduation rates. For more information on how graduation rates are calculated in Indiana, click [here](#).

IDOE considers all students who have completed graduation requirements by October 1<sup>st</sup> of their cohort's graduation year as four-year graduates. Because of this extension, graduation rates are measured a year in arrears for accountability purposes in order to capture those students who graduate after the end of the school year in May.

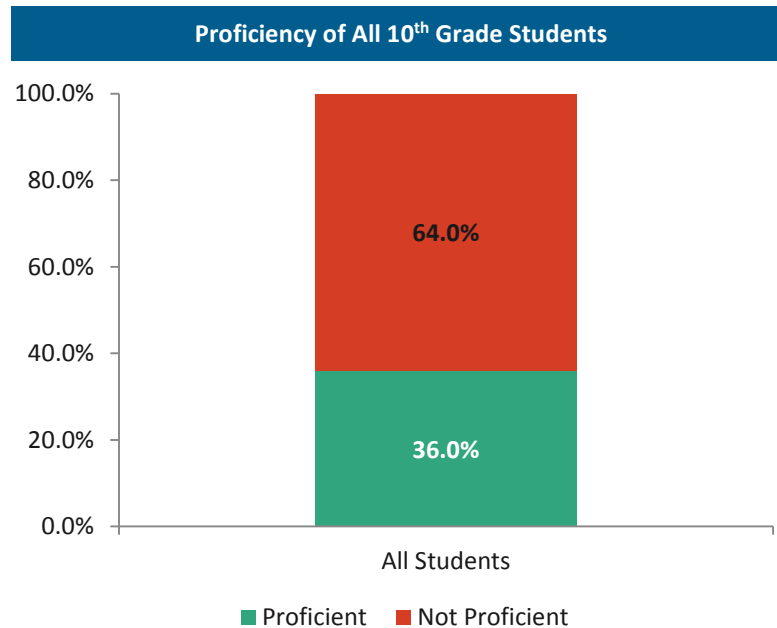
For the 2014-15 school year, OEI assesses CHA-South by reviewing the results of 2014 graduation. The school's 2014 four-year graduation rate was 72.4%. Since 2014 was the first year CHA South had a graduating class, it does not yet have five-year graduation data and thus, no 4- to 5-year graduation rate change.

From this data, the school earns an **Approaching Standard** for this indicator on the OEI performance framework.



| 1.9. Is the school providing an equitable education for students of all races and socioeconomic backgrounds? |                        |         |   |         |               |               |         |
|--|------------------------|---------|---|---------|---------------|---------------|---------|
| Indicator Targets  | Does not meet standard |         | School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.    |         |               |               |         |
|  | Approaching standard   |         | School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses. |         |               |               |         |
|  | Meets standard         |         | School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses. |         |               |               |         |
|  | Exceeds standard       |         | School has more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.     |         |               |               |         |
| School Rating  | Year 8                 | Year 9  | Year 10   | Year 11 | Year 12       | Year 13       | Year 14 |
|  | 2009-10                | 2010-11 | 2011-12   | 2012-13 | 2013-14       | 2014-15       | 2015-16 |
|  | Not Evaluated          |         |   |         | Not Evaluated | Not Evaluated |         |

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status.



In 2014-15, 36.0% of all CHA South 10<sup>th</sup> grade students were proficient on both the English 10 ECA and Algebra I ECA. However, OEI was unable to report on subgroup comparisons. In order to examine subgroup proficiency, a school must have at least 30 students enrolled in more than one subgroup in its 10<sup>th</sup> grade cohort. Because Christel House Academy South did not enroll 30 students in more than one subgroup, the school was **not evaluated** on this indicator.

| 1.10. Is the school preparing students for college and careers? |                        |               |   |                |                |                |                |
|---|------------------------|---------------|---|----------------|----------------|----------------|----------------|
| <b>Indicator Targets</b>  | Does not meet standard |               | Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list. |                |                |                |                |
|   | Approaching standard   |               | 30.0 - 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.    |                |                |                |                |
|   | Meets standard         |               | 40.0 - 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.    |                |                |                |                |
|   | Exceeds standard       |               | At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.  |                |                |                |                |
| <b>School Rating</b>  | <b>Year 8</b>          | <b>Year 9</b> | <b>Year 10</b>  | <b>Year 11</b> | <b>Year 12</b> | <b>Year 13</b> | <b>Year 14</b> |
|   | 2009-10                | 2010-11       | 2011-12   | 2012-13        | 2013-14        | <b>2014-15</b> | 2015-16        |
|   | Not Evaluated          |               |   |                |                | <b>ES</b>      |                |

The Indiana State Board of Education has established criteria for determining whether or not a high school graduate has not only met graduation requirements, but is also college- or career-ready. In order to be deemed college- or career-ready, a student must pass an AP or IB exam, earn dual credit from an approved list of courses, or receive an industry certification from an approved list.

Of Christel House Academy South's 2014 graduates, 66.7% were deemed college- or career-ready by the Indiana Department of Education. Due to this rate, CHA-South earns an **Exceeds Standard** on this indicator in the OEI performance framework.